

**IDEA PART B CORRECTIVE ACTION PLAN**

**2018-2019**

**LEA:** Lusher Charter School

**DATE OF MONITORING:** December 4, 2018

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.	April 2019	SPED Coordinator  School Leader	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	August 30, 2019	
1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> <li>• Writing measurable goals</li> <li>• Data Driven Present Level of Functional Performance Statements</li> <li>• Writing objectives linked to the goal that are measurable</li> <li>• Documenting student progress using progress reports</li> <li>• Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP</li> <li>• How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form</li> </ul>	August 2019	SPED Coordinator  School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: September 27, 2019	

Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.					
1.3. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	August 2019	SPED Coordinator  School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: September 27, 2019	
1.4. LEA will provide ongoing training in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data.	2019-2020 SY	SPED Coordinator  School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: Throughout the 2019-2020 School Year	
1.5. The Special Education Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: <ul style="list-style-type: none"> <li>Goals/objectives and PLAFF using the IEP Evaluation rubric; <b>AND</b></li> <li>IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist</li> </ul>	Sept. 2019	SPED Coordinator  School Leader	Summary of monthly reviews <b><u>MUST</u></b> include: <ul style="list-style-type: none"> <li># of IEPs reviewed</li> <li># of IEPs with goal(s) issues</li> <li># of IEPs with objectives issues</li> <li># of IEPs with PLAFF issues</li> </ul>	September 27 October 31 November 29 January 31 February 28 March 31 April 30 May 29	

			<ul style="list-style-type: none"> <li>• # of IEPs with IEP component issue (specify the component area and issue)</li> <li>• Actions taken to ensure staff make corrections</li> <li>• Results of those actions</li> </ul>		
1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews	Sept. 2019	SPED Coordinator  School Leader	Monthly submission of the checklist used for each related services provider reviewed	September 27 October 31 November 29 January 31 February 28 March 31 April 30 May 29	
1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with a particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. <a href="http://www.louisianabelieves.com/resources/library/academic_s">http://www.louisianabelieves.com/resources/library/academic_s</a>	August 2019	SPED Coordinator  School Leader	Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website	September 6, 2019	
1.8. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.	May 2019	SPED Coordinator  School Leader	Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent	July 5, 2019	

			<p>accepts or refuses the service</p> <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of student attendance</p> <p>Copies of service provider logs indicating the service provided, date, time, and number of minutes student provided compensatory education during the session</p>	<p>October 31, 2019</p> <p>November 8, 2019</p> <p>November 8, 2019</p>	
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